**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 1.1.1.b Represent whole numbers using the number line, models, and number sentences**  **The Envision Lesson: 3-1 Addition: Making 6-7** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? | In all (en total)  Inside (dentro)  Outside (fuera) |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION 3-1 Addition/Making 6-7** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Explain the vocabulary word, have the children act out the word through drama if possible (ask them to put a manipulative inside a paper cup and outside the paper cup), use manipulatives to demonstrate. 2. How will you provide multiple opportunities for vocabulary to be used in context? The teacher needs to use the word often in regular language and provide opportunities for the children to use the same word in math discussions. Children could whisper in the teachers ear as they leave the classroom what the vocabulary word means or put it in a sentence.   **Day 1: Introduce the vocabulary word (in all) “en total”. Use the envisions video. Tell this story: There were 3 ducks in the pond, 3 more came, how many in all? Follow the video and complete the sheet. Color it too. Do the 3.1 sheet from ENVISION MATH.**  Day 2: Write down the definition of “in all” in your journal. Think of an action that would go along with the word “in all”. Tell a partner what the words “in all” means.  Day 3: Draw a picture of your own story problem. Use a different object or animal. Say the problem to yourself and then tell it to a partner.  Day 4: How many words are in “in all”? Use manipulatives to illustrate story problems using “how many in all” Who can think of some other related words that mean the same as “in all”?  Example: All together  Day 5: Get together in partners. Think pair share. What does “in all “ mean? Choose one student to share with the class.  Day 6: Play the game Pictionary. Have one partner draw an addition story problem on their white board. The other partner has to use “in all” to make up the story problem. Example: First partner draws 3 balls and 4 balls. The other partner says Mary has 3 balls, her friend gives her 4 more balls, how many balls “in all”?  Draw 2 cards with different picture sets on them. Tell a partner the story problem. Make sure you end with the question “How many in all?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Unifix cubes, counters-dinosaurs,bears, etc. 2. Will each student have enough materials to model the problems? Yes   -If they do not, will you have them pair up or adjust the problems? Yes   1. Where will students record their work during this phase of the lesson? In the envision math sheet. 3.1 2. How will you check for understanding during this phase of the lesson? Observation. Correcting when they are done. 3. Will you use the *Extend? If some kids are proficient and we have enough time, yes.* 4. Will you use the *Link to Investigations*? Not this time.   Use manipulatives to do addition story problems. Use fingers to do addition story problems to 6 and 7. Do fact family houses for 6 and 7. Children will make several houses. They will throw 2 colored counters and see how many red and yellow, then they will choose something to put in their house. Divide the house in half. Some objects will be drawn in the top/roof portion of the house and some will be drawn on the bottom portion of the house. Example: Child throws 5 reds and 1 yellow so in their house they put 5 spiders on the bottom and 1 spider on the top/roof. They continue to throw combinations and make houses for each of them. Children could play a dice game. When they roll 6 or 7 they get a point. Whoever has the most points at the end wins. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. 2. Where will students record their work? Math Journals 3. If most students are struggling during this phase of the lesson, what will you do? Go back to using manipulatives again and then pull to small group re-teach.    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes   Have children use manipulatives for addition problems and underneath they will draw pictures and write the numbers to go with the problem.  Throw 6 or 7 two colored counters and write down the numbers representing what they see.  Throw 2 dice and write down the number sentence that goes along with what they see when they roll a combination of 6 or 7.  Higher level thinking questions:  1. How did you get your answer of 4+2=6  2. Why does that work?  3. How many different combinations of numbers did you find that make 6 or 7? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? 2. Where will students record their work? Journals or white boards 3. Will you collect, grade and record the independent practice? We would assess by observation and then have a written assessment later. 4. How will you check for understanding? Observation, daily review, written assessment 5. If students do not finish the problems assigned for independent practice, will these problems be homework? No they will finish at recess or at another time during the day. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| 1. No homework in the Spanish side yet. | |